HUMAN RIGHTS

The United Nations Decade for Human Rights Education 1995-2004

Lessons for Life

UNITED NATIONS

HR/PUB/DECADE/1998/1

Office of the United Nations
High Commissioner for Human Rights

The United Nations Decade for Human Rights Education
1995-2004

Lessons for Life

UNITED NATIONS
New York and Geneva, 1998

NOTE

Material contained in this series may be freely quoted or reprinted, provided credit is given and a copy of the publication containing the reprinted material is sent to the Office of the United Nations High Commissioner for Human Rights, 1211 Geneva 10, Switzerland.

*
* *

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations concerning the legal status of any country, territory, city or area, or of its authorities, or concerning the delimitation of its frontiers or boundaries.

HR/PUB/DECADE/1998/1

FOREWORD

The Universal Declaration of Human Rights calls upon every individual and every institution of society to promote respect for human rights and to strive for their universal and effective recognition. This call was reiterated during the World Conference on Human Rights in 1993 and given an institutional framework with the proclamation of the United Nations Decade for Human Rights Education (1995-2004).

During the Decade, Governments, international organizations, national institutions, non-governmental organizations, professional associations, all sectors of civil society and individuals are asked to establish partnerships and to concentrate their efforts on promoting a universal culture of human rights through human rights education, training and public information. The "International Plan of Action for the Decade", which is reproduced in this booklet, sets out detailed objectives for the international community: the assessment of needs and formulation of effective strategies; the building and strengthening of programmes and capacities for human rights education at the international, regional, national and local levels; the coordinated development of effective materials; the strengthening of the role and capacity of the mass media; and the global dissemination of the Universal Declaration of Human Rights. This year, as we mark the 50th Anniversary of the Universal Declaration, we should reaffirm our commitment and reinvigorate in practical ways the full realization of these objectives.

I have made human rights education one of my highest priorities, not only in the context of fulfilling my mandate to coordinate the implementation of the Plan of Action, but also because I firmly believe in the fundamental role of human rights education in empowering individuals to defend their rights and those of others. This empowerment can also make a critical contribution to the prevention of human rights violations.

The Decade for Human Rights Education provides us with an important common framework. It focuses on the development and strengthening of comprehensive, effective and sustainable educational programmes at the local, national, regional and international levels. National and local initiatives should be supported and encouraged by the international community, and in this framework my Office has developed "Guidelines for National Plans of Action for Human Rights Education", which are also contained in this publication.

The proclamation of the Decade reaffirms, as already stated in several international human rights instruments, that education in and for human rights is a right in itself, i.e. the right of all to learn about the rights and dignity of all and about means to ensure their respect. This should be our common commitment, since all organizations and individuals have a role to play in the organization of and participation in formal and non-formal human rights education programmes, at all levels of society.

The Decade, undoubtedly, constitutes a formidable challenge. I count on the support of all partners. I wish to encourage the cooperation of all institutions, organizations and individuals working for the purposes and principles on which the Decade is based. The Decade for Human Rights Education is our common project, and its success is entirely dependent on the contribution of each and every one of us to this global effort.

MARY ROBINSON
United Nations
High Commissioner for Human Rights

CONTENTS

Part One: International Plan of Action for the United Nations Decade for Human Rights Education, 1995-2004

		Paragraphs	*Page*
I.	NORMATIVE BASIS AND DEFINITION	1-2	3
II.	GENERAL GUIDING PRINCIPLES	3-9	4
III.	OBJECTIVES	10	6
IV.	PRINCIPAL ACTORS	11-19	7
V.	TARGET GROUPS	20-26	9
VI.	STRUCTURE FOR COORDINATION AND IMPLEMENTATION	27-28	10
VII.	PROGRAMME OF IMPLEMENTATION	29-92	12
	A. Component one: assessing needs and formulating strategies	30-42	12
	B. Component two: strengthening international programmes and capacities	43-52	14
	C. Component three: strengthening regional programmes and capacities	53-56	16
	D. Component four: strengthening national programmes and capacities	57-63	17
	E. Component five: strengthening local programmes and capacities	64-69	19
	F. Component six: coordinated development of materials for human rights education	70-77	20
	G. Component seven: strengthening the role of the mass media	78-84	23
	H. Component eight: global dissemination of the Universal Declaration of Human Rights	85-92	24
VIII.	MID-TERM GLOBAL EVALUATION	93-95	27
IX.	CONCLUSION OF THE DECADE	96	28
X.	FOLLOW-UP TO THE DECADE	97-99	29

Part Two: Guidelines for National Plans of Action for Human Rights Education

		Paragraphs	*Page*
PREFACE		1-9	33
I.	INTRODUCTION	10-15	35
	A. Definition of human rights education	10-11	35
	B. Why human rights education?	12-13	35
	C. Why national plans of action for human rights education?	14	36
	D. Why guidelines for national plans of action?	15	37
II.	PRINCIPLES GOVERNING A NATIONAL PLAN OF ACTION FOR HUMAN RIGHTS EDUCATION	16-19	38
	A. General principles	16	38
	B. Organizational and operational principles	17-18	39
	C. Principles for educational activities	19	39
III.	STEPS TOWARDS A NATIONAL PLAN OF ACTION FOR HUMAN RIGHTS EDUCATION	20-63	40
	A. Step 1: establishing a national committee for human rights education	20-28	40
	B. Step 2: conducting a baseline study	29-37	42
	C. Step 3: setting priorities and identifying groups in need	38-39	45
	D. Step 4: developing the national plan	40-49	45
	E. Step 5: implementing the national plan	50-51	49
	F. Step 6: reviewing and revising the national plan	52-63	49
ANNEX			
	Resolution adopted by the General Assembly		53

Part One

INTERNATIONAL PLAN OF ACTION FOR THE UNITED NATIONS DECADE FOR HUMAN RIGHTS EDUCATION 1995-2004

I. Normative basis and definition

1. The United Nations Decade for Human Rights Education shall be based upon the provisions of the international human rights instruments, with particular reference to those provisions addressing human rights education, including article 26 of the Universal Declaration of Human Rights, article 13 of the International Covenant on Economic, Social and Cultural Rights, article 29 of the Convention on the Rights of the Child, article 10 of the Convention on the Elimination of All Forms of Discrimination against Women, article 7 of the Convention on the Elimination of All Forms of Racial Discrimination, paragraphs 33 and 34 of the Vienna Declaration and paragraphs 78 to 82 of its Programme of Action.

2. In accordance with those provisions, and for the purposes of the Decade, human rights education shall be defined as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes and directed to:

(*a*) The strengthening of respect for human rights and fundamental freedoms;

(*b*) The full development of the human personality and the sense of its dignity;

(*c*) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;

(*d*) The enabling of all persons to participate effectively in a free society;

(*e*) The furtherance of the activities of the United Nations for the maintenance of peace.

II. General guiding principles

3. The United Nations Decade for Human Rights Education shall be guided by the definition and normative basis set out in part I of the present Plan of Action and shall further be directed towards creating the broadest possible awareness and understanding of all of the norms, concepts and values enshrined in the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights and in other relevant international human rights instruments. The Decade is placed within the context of action of States and others to eradicate illiteracy and understands education to be a constant factor in the multidimensional life of individuals and of society of which human rights are an integral part.

4. A comprehensive approach to education for human rights, including civil, cultural, economic, political and social rights and recognizing the indivisibility and interdependence of all rights, as defined by the United Nations, shall be adopted for all activities under the Decade.

5. Education for the purpose of the Decade shall be conceived to include the equal participation of women and men of all age groups and all sectors of society both in formal learning through schools and vocational and professional training, as well as in non-formal learning through institutions of civil society, the family and the mass media.

6. In order to enhance their effectiveness, human rights education efforts for the Decade shall be shaped in such a way as to be relevant to the daily lives of learners, and shall seek to engage learners in a dialogue about the ways and means of transforming human rights from the expression of abstract norms to the reality of their social, economic, cultural and political conditions.

7. In recognition of the interdependence and mutually reinforcing nature of democracy, development and human rights, human rights education under the Decade shall seek to further effective democratic participation in the political, economic, social and cultural spheres, and shall be utilized as a means of promoting economic and social progress and people-centred sustainable development.

8. Human rights education under the Decade shall combat and be free of gender bias, racial and other stereotypes.

9. Human rights education under the Decade shall seek both to impart skills and knowledge to learners and to affect positively their attitudes and behaviour, consistent with all other principles set forth in the present Plan of Action and in the international human rights instruments upon which it is based.

III. Objectives

10. The objectives of the Decade shall include:

(*a*) The assessment of needs and the formulation of effective strategies for the furtherance of human rights education at all school levels, in vocational training and formal as well as non-formal learning;

(*b*) The building and strengthening of programmes and capacities for human rights education at the international, regional, national and local levels;

(*c*) The coordinated development of human rights education materials;

(*d*) The strengthening of the role and capacity of the mass media in the furtherance of human rights education;

(*e*) The global dissemination of the Universal Declaration of Human Rights in the maximum possible number of languages and in other forms appropriate for various levels of literacy and for the disabled.

IV. Principal actors

11. Governments should play an active role in the implementation of the programme of the Decade through the development of national plans of action for human rights education, the introduction or strengthening of national human rights curricula in their formal educational systems, the conducting of national information campaigns on human rights and the opening of public access to human rights resource, information and training centres, as well as through enhanced donor support for relevant voluntary funds and international and national human rights education programmes.

12. National human rights institutions, such as human rights commissions, offices of the ombudsman and human rights research and training institutes should play a central role in the development, coordination and implementation of human rights education programmes at the national level.

13. The active engagement of national non-governmental organizations, grass-roots organizations, professional associations and interested individuals shall be encouraged to assist in the realization of the goals of the Decade. To that end, national organizations should be given the full support of international programmes, Governments and others to assist them in their human rights educational activities, both through technical assistance and training and through financial support to aid them in strengthening their role in civil society.

14. The United Nations High Commissioner for Human Rights is the highest official of the United Nations dealing with human rights matters and is specifically responsible for coordinating relevant United Nations education and public information programmes in the field of human rights, in keeping with General Assembly resolution 48/141 of 20 December 1993.

15. The United Nations High Commissioner for Human Rights, in consultation with the United Nations Educational, Scientific and Cultural Organization (UNESCO), shall continue to provide Governments, on request, with human rights education, training, information, fellowships and advisory services programmes. The Office of the High Commissioner for Human Rights should continue to place emphasis, in this regard, on the training of teachers, police, prison officials, lawyers, judges, government officials, the media, the military, non-governmental organizations, electoral officials and the general public. The Office should also continue to provide human rights training to international civil servants, development officers and peacekeepers.

16. United Nations human rights treaty monitoring bodies, the Commission on Human Rights, the Sub-Commission on Prevention of Discrimination and Protection of Minorities and all other United Nations human rights bodies and programmes shall, in the course of their mandated functions during the Decade, encourage the furtherance of human rights education, including through appropriate recommendations to States, to the High Commissioner for Human Rights and to others involved in human rights education.

17. UNESCO, by reason of its long experience in education, educational methodology and human rights and through its network of UNESCO schools, clubs, human rights chairs and national commissions, shall play a central role in the design, implementation and evaluation of projects under the Plan of Action. Accordingly, UNESCO will be called upon to cooperate closely with the Office of the High Commissioner for Human Rights in the implementation of the Plan.

18. Similarly, other United Nations specialized agencies, units of the Secretariat and programmes involved in human rights educational activities, including the United Nations Children's Fund (UNICEF), the International Labour Organization (ILO), the Office of the United Nations High Commissioner for Refugees (UNHCR), the United Nations Development Programme (UNDP), the United Nations Volunteers (UNV), the United Nations Environment Programme (UNEP), the United Nations Centre for Human Settlements (Habitat), the Centre for Social Development and Humanitarian Affairs, the United Nations University (UNU) and various United Nations institutes engaged in research and training shall be encouraged to work with the High Commissioner for Human Rights in order that existing capacities for human rights education may be fully coordinated and mobilized towards the objectives of the Decade.

19. Other international organizations, including intergovernmental and non-governmental organizations active in the field of human rights, shall be encouraged to continue and enhance their activities in the area of human rights education and to avail themselves of the coordination of the High Commissioner for Human Rights for the purposes of the Decade.

V. Target groups

20. Activities carried out under the Decade shall be designed to bring the objectives of the Decade to as wide an audience as possible, through both formal and non-formal education and, to this end, should encourage an approach that is designed to build permanent capacity, including through the training of trainers.

21. The general public shall be the subject of far-reaching human rights information efforts designed to inform them of their rights and responsibilities under the international human rights instruments.

22. Human rights education initiatives taken under the Decade shall include the use of audiovisual and multimedia materials, with a view to the effective delivery of human rights education to people at all levels of literacy and education and to persons with disabilities.

23. Special emphasis shall be given in human rights education activities under the Decade to the human rights of women, children, the aged, minorities, refugees, indigenous peoples, persons in extreme poverty, persons with HIV infection or AIDS and other vulnerable groups.

24. Special attention shall be given to the training of the police, prison officials, lawyers, judges, teachers and curriculum developers, the armed forces, international civil servants, development officers and peacekeepers, non-governmental organizations, the media, government officials, parliamentarians and other groups that are in a particular position to effect the realization of human rights.

25. Schools, universities, professional and vocational training programmes and institutions should be encouraged and assisted in developing human rights curricula and corresponding teaching and resource materials, with the help of Governments and international donors and programmes, for incorporation into formal education at the early childhood, primary, secondary, post-secondary and adult education levels.

26. Appropriate institutions of civil society, including non-governmental organizations, workers' and employers' organizations, labour unions, the mass media, religious organizations, community organizations, the family, independent information, resource and training centres and others, for the purpose of incorporating human rights education into non-formal programmes, should be encouraged and assisted in developing and delivering such non-formal programmes, with the help of Governments and international donors and programmes.

VI. Structure for coordination and implementation

27. The United Nations High Commissioner for Human Rights will promote and coordinate the implementation of the present Plan of Action. The High Commissioner shall consult with the United Nations human rights treaty-monitoring and Charter-based human rights bodies regarding the Plan of Action and consider ways of supporting any recommendations made by those bodies in the area of human rights education. The High Commissioner will also consult closely with Governments, regional organizations, national institutions, specialized agencies, non-governmental organizations and grass-roots and professional associations, and will prepare an annual report on the progress made at all levels based on information supplied by those sources.

28. In recognition of the fact that action at the national and local levels is crucial to the effective promotion of human rights education, as is an effective international coordination structure, the Plan of Action envisages that:

(*a*) National focal points for human rights education should be designated in each State, according to national conditions. Such focal points may consist of specially constituted committees including representatives of relevant government agencies, non-governmental organizations, the private sector and educators; or alternatively, existing appropriate structures or organizations, such as ombudsman offices, national human rights commissions or national human rights training and research institutes may be designated to perform this function;

(*b*) Each national focal point should be charged with identifying national human rights education needs, developing a national plan of action, raising funds, coordinating with regional and international bodies involved in implementing the objectives of the Decade and reporting to the High Commissioner for Human Rights on needs, proposals and progress made towards the realization of the goals of the Decade;

(*c*) Each national focal point shall also serve as a conduit for the channelling of international and regional input, information and support to the local and grass-roots levels in their respective countries;

(*d*) Each State shall be encouraged to establish a national human rights resource and training centre capable of engaging in research, training of trainers, preparation, collection, translation and dissemination of human rights

materials, and organization of conferences, workshops and courses, or, where such centres already exist, to work towards their strengthening;

(*e*) International programmes and activities, including those of the United Nations and other international agencies, donor Governments and intergovernmental and non-governmental organizations should provide stimulus and support to national and local efforts in advancing the objectives of the Decade.

VII. Programme of implementation

29. The particular objectives of the Decade, the programme of implementation for the realization of those objectives and the means for follow-up and assessment of each programme element shall be as described below.

A. Component one: assessing needs and formulating strategies

Objective

30. The objective of component one is to assess needs and to formulate effective strategies for the furtherance of human rights education at the international, regional, national and local levels.

Programme elements

31. The Office of the High Commissioner for Human Rights, in co-operation with UNESCO, shall conduct, in 1995, a preliminary survey and evaluation of existing human rights education programmes and initiatives at the international, regional and national levels, and shall issue a report of the results of that survey and evaluation.

32. The preliminary report shall take into account all available information on existing programmes and initiatives, shall identify shortcomings and needs for the realization of the goals of the Decade and shall make recommendations for action to address those needs effectively during the Decade.

33. For the purposes of the High Commissioner's preliminary report, all participating national focal points, international and regional organizations, non-governmental organizations, specialized agencies and programmes, and other interested partners, shall be requested to provide relevant information to the High Commissioner, based upon their own independent assessments and activities. National focal points, in particular, shall be requested to conduct detailed assessments in their own countries and to report thereon to the High Commissioner.

34. The survey and evaluation and the resulting preliminary report shall seek to identify with particularity, at the international, regional and

national levels, *inter alia*, the number and types of human rights educational materials available, existing human rights educational institutes, centres and permanent focal points, national percentages of teachers trained in human rights education, the percentage of schools having adopted human rights curricula at the primary, secondary and post-secondary levels, and number and types of human rights education components in professional training and non-formal education programmes.

35. The preliminary report shall identify, as well, the needs and requirements of Member States, non-governmental organizations and other implementing partners for the enhancement of existing human rights education programmes and for the creation of new programmes in order to contribute to the objectives of the Decade and shall make recommendations to those ends.

36. The report should also explore other aspects of the socialization process, outside of traditional education, with a view to expanding human rights education in new directions so that human rights values may become more effectively integrated throughout society.

37. Annexed to the report should be a roster of national focal points, international and regional organizations cooperating in the Decade, existing human rights research and training institutes and centres, and other Decade partners. Information should also be provided on agencies, organizations, foundations and institutions providing financial and technical assistance to national governmental and non-governmental educational institutions and organizations engaged in human rights education.

Assessment and follow-up

38. Following the publication of the preliminary report of the High Commissioner, the Office of the High Commissioner for Human Rights shall convene an international planning conference on the Decade, with the participation of UNESCO, other United Nations agencies and human rights bodies participating in the Decade, representatives of regional and international organizations, non-governmental organizations, donor Governments, educators and other experts from all parts of the world.

39. The conference will review the preliminary report of the High Commissioner and develop detailed plans for the implementation of its recommendations and for the allocation of responsibilities to that end. Such plans will include timetables, designation of local, national, regional and international implementing agencies, budgets and implementation and funding strategies.

40. The High Commissioner will use the meeting as an opportunity to appeal to donors to support the funding of the various programmes resulting from the preliminary report and the conference.

41. The conclusions of the meeting will be contained in a report, which will be complementary to the preliminary report of the High Commissioner and which will be made available together with the preliminary report to all organizations, Governments and national focal points participating in the Decade.

42. Upon receipt of the complementary reports, all national focal points will be requested to develop a five-year detailed national implementation plan for human rights education including target groups, methodologies, timetables, budgets and funding strategies, covering efforts to meet the objectives of the Decade up to the mid-term evaluation period in the year 2000.

B. Component two: strengthening international programmes and capacities

Objective

43. The objective of component two is to build and strengthen programmes and capacities for human rights education at the international level.

Programme elements

44. The Office of the High Commissioner for Human Rights will continue and enhance its activities relating to programme development in the field of targeted human rights education, including the production of handbooks and training manuals on human rights for selected audiences. The Office will ensure the broad distribution of its manuals and handbooks on human rights and social work, human rights and elections, human rights and pre-trial detention, and human rights reporting, and will produce further manuals and handbooks on human rights and national institutions, human rights and the police, human rights and prisons, human rights and the administration of justice, human rights and the armed forces, human rights and constitutions, human rights and conflict resolution, human rights and teachers, human rights and the media, and human rights and parliament. In these materials, the universality, indivisibility and interdependence of all rights should be reflected, and they should specifically address economic, social and cultural rights.

45. The Office of the High Commissioner for Human Rights will continue and enhance its technical cooperation activities relating to human rights education, both for the general public and for specialized audiences, under the

programme of advisory services and technical assistance in the field of human rights.

46. The Office of the High Commissioner for Human Rights, in co-operation with UNESCO, will develop model human rights curricula, pedagogical techniques and teaching materials for primary and secondary schools. The Office, under its programme of advisory services and technical assistance in the field of human rights, will utilize these materials in its provision of technical assistance to requesting States.

47. Each specialized agency will be requested to enhance its efforts in the area of human rights education and to appoint a human rights education liaison officer to work with the Office of the High Commissioner for Human Rights in the development of joint educational activities relating to human rights in the areas of competence of each agency. Each agency will provide information to the High Commissioner on programmes undertaken and materials produced in the field of human rights education for the High Commissioner's preliminary, mid-term and final reports.

48. The Office of the High Commissioner for Human Rights will promote the organization of international workshops to identify concepts, materials and methods for human rights education on priority human rights themes.

49. Consistent with the directives of the World Conference on Human Rights in its Vienna Declaration and Programme of Action, the Office of the High Commissioner for Human Rights will continue and enhance its activities aimed at assisting peacekeepers, international civil servants and development officers in integrating human rights standards, concepts and methods into the planning and implementation of their work. To that end, the Office should develop specific training programmes for each of these groups, and should cooperate with the relevant agencies and departments of the United Nations in incorporating such programmes into their activities.

50. The Office of the High Commissioner for Human Rights, as well as relevant specialized agencies and international programmes, will explore possibilities for the development and use of advanced technologies, including telecommunications networks, electronic mail databases and data exchange to facilitate networking among international programmes, national focal points, educators and resource and training centres involved in the Decade.

51. The Secretary-General shall be requested to establish a United Nations voluntary fund for human rights education, to be administered by the Office of the High Commissioner for Human Rights through the programme of advisory services and technical assistance. The fund shall be used to support activities under the Decade, including support for building human rights

education capacities in governmental institutions and non-governmental organizations at the national level.

Assessment and follow-up

52. The High Commissioner will report on progress and developments in all of these programme elements in preliminary, mid-term and final reports and will also make recommendations for advancing the objectives of these elements in each such report. Each international actor associated with these programme elements will accordingly be called upon to provide updated and detailed information to the High Commissioner.

C. Component three: strengthening regional programmes and capacities

Objective

53. The objective of component three is to build and strengthen programmes and capacities for human rights education at the regional level.

Programme elements

54. All regional and subregional human rights organizations will be requested to enhance their efforts in the area of human rights education and will also be requested to appoint a human rights education liaison officer to work with the Office of the High Commissioner for Human Rights in the development of joint educational activities relating to human rights in the respective regions of each organization. Liaison officers will, as well, be requested to report to the High Commissioner, on behalf of each organization, on programmes undertaken and materials produced in the field of human rights education, for purposes of the High Commissioner's preliminary, mid-term and final reports.

55. In regions or subregions where such organizations do not yet exist, the Office of the High Commissioner will encourage their establishment through the convening of workshops and through the provision of technical assistance, where appropriate.

Assessment and follow-up

56. The High Commissioner will report on progress and developments in all of these programme elements in preliminary, mid-term and final reports and will also make recommendations for advancing the objectives of these elements in each such report. Each regional organization participating in

these programme elements will accordingly be called upon to provide updated and detailed information to the High Commissioner.

D. Component four: strengthening national programmes and capacities

Objective

57. The objective of component four is to build and strengthen programmes and capacities for human rights education at the national level.

Programme elements

58. Every State will be requested to draw up a national plan of action for human rights education, reflecting the principles and objectives of this international plan and forming an integral part of a comprehensive national plan of action for human rights. Such national plans of action for human rights education should be completed during 1995, in consultation with all relevant national and local actors and groups, and should be transmitted to the High Commissioner for Human Rights for purposes of effective coordination and cooperation in their implementation. Each national plan should contain specific objectives, strategies and programmes for the enhancement of human rights education in pre-schools, primary and secondary schools, higher education, professional schools, the training of public officials and in non-formal learning, including general public information. National focal points should periodically review the implementation of the frameworks and revise them as necessary.

59. As described in paragraph 28 above, every State will be requested to designate a national focal point for human rights education, which shall assist in the identification of needs, the development of a national plan of action, fund-raising and international and local liaison and coordination with the High Commissioner for Human Rights.

60. Every State will be encouraged to establish a national public access human rights resource and training centre or, where such centres already exist, to take concrete steps to strengthen their capacity to support human rights education at the national and local levels. International and regional programmes and organizations should assist in the establishment and strengthening of such centres, including through the provision of financial and technical assistance. States should provide the High Commissioner, for purposes of preliminary, mid-term and final reports, with all available information on the existence, operation, functions and resources of such centres.

61. National human rights resource and training centres, in cooperation with national focal points, should engage, *inter alia*, in the following tasks:

(*a*) Research on human rights and human rights education;

(*b*) Translation and culturally appropriate adaptation of training materials;

(*c*) Outreach towards professional groups and community workers;

(*d*) Gender-sensitive training of trainers;

(*e*) Organization of internship programmes for students and teachers interested in developing projects in human rights education;

(*f*) Organization of special cultural events for art, music and theatre performances, and the production of journals, popular books and audiovisual materials on human rights;

(*g*) Maintenance of a roster of national experts and institutions in human rights education;

(*h*) Assistance in the implementation of internationally sponsored technical cooperation projects for human rights education;

(*i*) Establishment of a human rights extension service for making consultations, publications and teaching materials available to individuals and groups requesting assistance in matters relating to human rights education. Assistance in the development of guidelines and materials for these extension services should be provided for national resource and training centres by competent international programmes and organizations on request.

Assessment and follow-up

62. The High Commissioner will report on progress and developments in all of these programme elements in preliminary, mid-term and final reports and will also make recommendations for advancing the objectives of these elements in each such report. Each national focal point participating in these programme elements will, accordingly, be called upon to provide updated and detailed information to the High Commissioner.

63. The reports of the High Commissioner will be made available to all national focal points in order that they may take into account the recommendations contained therein and make use of other information contained in those reports, for purposes of programme development, identification of sources of funding and technical assistance, and liaison with other actors in the Decade.

E. Component five: strengthening local programmes and capacities

Objective

64. The objective of component five is to build and strengthen programmes and capacities for human rights education at the local level.

Programme elements

65. National focal points will be encouraged, in the interest of building local and community-based capacities for human rights education, to include all local and community-based organizations in the national roster described in component four above, and to direct their efforts and resources, including support received from international sources, to enabling such local and community-based organizations to deliver effective human rights education to their constituencies.

66. With the support of national focal points and national resource and training centres, local and community-based organizations should be prepared to deliver popular human rights education, through vocational and adult education, literacy training, local non-governmental organizations, family outreach and religious education.

67. In the context of the foregoing, national focal points should be charged with organizing regular consultations and annual meetings with local groups and representatives, and with soliciting their active input for purposes of national evaluations, plans of action, projects and reports to the High Commissioner.

68. Local and community-based groups should also be fully involved in the implementation of national projects for human rights education, with a view to delivering the benefits of the Decade to all levels and sectors of society.

Assessment and follow-up

69. The High Commissioner will report on challenges, progress and developments in the delivery of human rights education to the local level in preliminary, mid-term and final reports and will also make recommendations for advancing these efforts in each such report. Each national focal point participating in these programme elements will accordingly be called upon to provide updated and detailed information to the High Commissioner on the number and types of local and community-based groups cooperating with each national focal point and the kind of support delivered to the local level, as well as challenges and difficulties encountered.

F. Component six: coordinated development of materials for human rights education

Objective

70. The objective of component six is to ensure the coordinated development of effective human rights education materials.

Programme elements

71. The Office of the High Commissioner for Human Rights shall develop and publish, in cooperation with UNESCO and all other actors in the Decade, a current and periodically updated listing of available human rights educational materials, including manuals, handbooks, curricula, audiovisual tools and other such materials, concurrent with preliminary, mid-term and final reports. The listing shall also contain information on how such materials may be obtained by interested organizations and individuals. The listing should be made available on an electronic database as soon as possible. The educational material collected in connection with the listing should be maintained at the Office of the High Commissioner for Human Rights and made available upon request to interested parties.

72. UNESCO and other international and regional organizations and agencies will be requested to enhance their activities directed towards the development of such materials, with priority attention to be directed to any lacunae revealed in the compilation of the High Commissioner's listing and to the strengthening of existing materials where necessary.

73. Educational materials developed at the international and regional levels should benefit from the review and input of national focal points and national resource and training centres and should be made available to national and local programmes for translation, cultural adaptation, testing and revision, with the financial and technical assistance of international and regional programmes.

74. Every national resource and training centre should be provided with a full set of such materials for use in the development of national and local programmes; and national focal points, in their reports to the High Commissioner, should identify national needs in this regard. National focal points will, in turn, be responsible for making such materials available to local and community-based groups, national professional training programmes, national non-governmental organizations and other national actors in the Decade.

75. In the development of new materials for specialized audiences, the following considerations should be taken into account, in addition to the nor-

mative basis, definition, guiding principles, objectives and target groups described in parts I to V of the present Plan of Action:

(a) *Collegial presentations*. Where possible, effective training efforts should draw from a list of experts which is practical in orientation. As an alternative to panels composed entirely of professors and theorists, consideration should be given to preparing practitioners in the relevant field to deliver human rights education, be they lawyers, judges or police officers. Much more can be accomplished through the collegial approach of, for example, police discussing with police, than could be gained by a professor-student model of training;

(b) *Training the trainers and capacity-building*. Participants in targeted human rights courses should be selected with the understanding that their responsibilities will continue after completion of the training exercises. They should be charged with conducting their own training or dissemination efforts after returning to their normal duty station. In this way, the impact of such courses is multiplied severalfold, as the information imparted is disseminated throughout the institutions concerned;

(c) *Pedagogical techniques*. Courses developed under the Decade, in each case, should include a section designed to introduce a variety of effective techniques for the training of specific audiences. Suggestions should be made, in particular, for the use of creative, interactive teaching methods, which offer the best means of securing the active, committed involvement of programme participants. Such techniques may include the use of working groups, lecture-discussions, case studies, panel discussions, round-table discussions, brainstorming sessions, simulation and role-playing, field trips, practice and the use of audio and visual aids, as culturally appropriate to the specific audience;

(d) *Audience specificity*. The mere recitation of vague principles of general applicability offers little hope of affecting the actual behaviour of a given audience. To be effective, indeed, at all worthwhile, training and education efforts must be directly targeted at and appropriately addressed to a particular audience, be they the police, health-care workers, lawyers, students or others. Accordingly, the content of the Decade's teaching activities should focus more on the standards directly relevant to the daily work or role in the community of the audience and less on distant theoretical notions;

(e) *Practical approach*. According to the report of a recent parliamentary commission investigating violations at one country's police stations, when confronted with evidence of abuses the police said that they lacked understanding of interrogation methods and techniques, that they carried out interrogations by outdated methods and that they did not know how interrogations were carried out in other countries. In order to compare their methods

and improve them, they wanted the opportunity for research and observation of interrogation methods in other countries. Such accounts reveal two important areas of focus, extendable by analogy to audiences other than police trainees. Firstly, offering justifications of any kind for serious violations such as torture demonstrates a lack of familiarity with the most fundamental of standards for human rights. There are no legitimate justifications for such activities. Secondly, the police (and other groups) in the real world want to know not merely what the rules are, but also how to function effectively within the confines of those rules. Training efforts that ignore either of these areas will often be neither credible nor effective. Accordingly, educational efforts under the Decade should include practical information on proven techniques for the performance of the target audience's duties, as derived from the recommendations of experts and literature on current best practices for the profession in question;

(f) *Comprehensive presentation of standards*. Courses and materials developed under the Decade should be thorough in their presentation of the relevant international standards. To that end, relevant instruments and simplified learning tools should be translated for the benefit of trainees;

(g) *Teaching to sensitize*. The goals of materials and courses developed under the Decade should not be limited to the imparting of standards and practical skills, but should also include exercises designed to sensitize trainees to their own potential for violence-prone behaviour, however unintentional. For example, well-developed exercises that can have the effect of making trainees aware of gender or racial bias in their own attitudes or behaviour can be quite valuable. Similarly, the special import of particular standards as they apply to women (for example) is not always readily obvious. Trainees should be made to understand, for example, that the term "degrading treatment", as found in the various international instruments, may have different practical implications when applied to women as compared to men, or when applied to one cultural group vis-à-vis another;

(h) *Flexibility of design and application*. To be universally useful, training courses and materials must be designed to facilitate their flexible use, without imposing a single rigid focus or approach on the trainers. Such courses must be adaptable to the particular cultural, educational, regional and experiential needs and realities of a diverse range of potential audiences within the target group;

(i) *Evaluation tools*. Training materials and courses should include pre- and post-training evaluation exercises, such as testing questionnaires, which serve three crucial purposes. Pre-course questionnaires, when properly utilized, allow a trainer to tailor his or her course to the particular educational needs of the audience. Post-course questionnaires and evaluation sessions will both allow trainees to gauge what they have learned and assist in the continuous (crucial) modification and improvement of courses offered under the Decade.

Assessment and follow-up

76. The High Commissioner, concurrently with preliminary, mid-term and final reports, will make available for distribution to all international organizations, regional organizations and national focal points the current listings of available training materials described in this component.

77. The High Commissioner, based upon information to be provided in reports by national focal points and other partners in the Decade, will encourage the development and distribution of new materials, as indicated by evolving needs.

G. Component seven: strengthening the role of the mass media

Objective

78. The objective of component seven is to strengthen the role and capacity of the mass media in the furtherance of human rights education.

Programme elements

79. In recognition of the important role of the mass media in bringing human rights education to all sectors of society, including to persons at all levels of literacy and those living or working in remote areas, journalists, broadcasters and other media professionals should, during the course of the Decade, benefit from increased training and assistance in incorporating human rights information and public education into their work. All programmes and organizations engaged in the provision of training and technical cooperation under the Decade should consider contributing to these efforts. The Office of the High Commissioner for Human Rights, in particular, should produce a manual on human rights for the media and increase its media training activities.

80. All actors in the Decade shall encourage, in their contacts with the media, enhanced public coverage of human rights issues and the development of programmes that provide information and ideas on human rights and contribute to a public dialogue on human rights, in full respect for the independence of the media and the freedoms of information and expression.

81. In consultation with the Office of the High Commissioner for Human Rights, the Department of Public Information of the United Nations will increase significantly the production of United Nations television and radio educational programmes on human rights. The Department will be requested to produce videos, films and programmes for radio broadcasting on human rights themes.

82. The Office of the High Commissioner for Human Rights, with the cooperation of the Department of Public Information, will establish a media advisory board for public information and education on human rights and will develop a mass media campaign to publicize human rights standards and mechanisms.

83. In the context of the World Public Information Campaign for Human Rights, and in cooperation with relevant non-governmental organizations and agencies, the Office of the High Commissioner for Human Rights will intensify the publication of fact sheets, studies and other public information human rights materials. It will also organize or participate in public human rights events such as the fiftieth anniversary of the United Nations, in 1995, and the fiftieth anniversary of the Universal Declaration of Human Rights, in 1998. The High Commissioner will encourage global media coverage of these events.

Assessment and follow-up

84. The High Commissioner, in preliminary, mid-term and final reports will provide information on measures undertaken to increase media attention to human rights issues at the international, regional and national levels. All national focal points will be requested to maintain a review of national press coverage of human rights issues and to report to the High Commissioner on such coverage. A similar press review, at the international level, will be maintained by the Office of the High Commissioner for Human Rights and the Department of Public Information.

H. Component eight: global dissemination of the Universal Declaration of Human Rights

Objective

85. The objective of component eight is to achieve the global dissemination of the Universal Declaration of Human Rights in the maximum number of languages possible and in other forms appropriate for various levels of literacy and for the disabled.

Programme elements

86. The Office of the High Commissioner for Human Rights in cooperation with UNESCO, the Department of Public Information and its United Nations information centres, will conduct a global survey of existing printed language versions of the Universal Declaration of Human Rights, as well as of existing versions in pictorial, audiovisual or other formats, and will

ascertain the availability of the various versions for distribution in each Member State, commencing in 1995.

87. Based upon the results of the survey, a plan will be developed by the High Commissioner for the production of further language versions of the Universal Declaration, with priority attention to be given to ensuring the existence of at least one printed format version for the main language of each Member State, and at least one audio or other appropriate version for persons of various levels of literacy and for the disabled in each Member State. Additional versions, in minority and other national languages, and in other formats for persons of other levels of literacy and for the disabled, should immediately follow the production of these versions.

88. Under the coordination of the High Commissioner and the respective national focal points for human rights education, and according to the plan developed following the survey, Governments and national non-governmental organizations, universities and institutes, will be called upon to carry out translation, publication and distribution of appropriate versions of the Universal Declaration of Human Rights, with technical and financial assistance from international organizations and programmes, where necessary. Such international organizations and programmes, including the advisory services and technical assistance programme of the Office of the High Commissioner for Human Rights, UNESCO, other United Nations agencies and international non-governmental organizations, will be encouraged by the High Commissioner for Human Rights to make available assistance of the type identified and the international donor community will be called upon to support these efforts.

89. On the occasion of the fiftieth anniversary of the Universal Declaration of Human Rights, in 1998, major celebratory events will be organized at the international, regional and national levels, emphasizing the importance of universal knowledge and understanding of the provisions of the Universal Declaration. At the international level, the High Commissioner for Human Rights will convene an international conference on dissemination of the Universal Declaration, for the purpose of devising strategies for ensuring that the Declaration is globally available and effectively incorporated into human rights education at all levels and in all Member States. Regional organizations and national focal points will be called upon to hold corresponding events and to contribute to and implement the recommendations of the international conference.

Assessment and follow-up

90. The results of the survey conducted by the High Commissioner and the report of the international conference to be held in 1998 will be dis-

tributed to all regional organizations, national focal points and other interested partners in the Decade on their completion.

91. All regional organizations, national focal points and other interested partners in the Decade will be requested to report to the High Commissioner for purposes of the mid-term evaluation in the year 2000, and again for the final report in 2004, on progress made since the completion of the survey, including celebratory events held and versions of the Universal Declaration available, and on continuing needs and challenges in the achievement of the objectives of these programme elements.

92. The High Commissioner will incorporate all such information into the mid-term and final reports, and all programme partners will be called upon to redirect their efforts according to the information and recommendations set out in those reports.

VIII. Mid-term global evaluation

93. During the year 2000, a mid-term global evaluation of progress made towards the achievement of the objectives of the Decade shall be undertaken by the Office of the High Commissioner for Human Rights, in cooperation with all other principal actors in the Decade. The High Commissioner shall report to the General Assembly on the results of that evaluation.

94. The evaluation report shall take into account all available information on what has been accomplished at the international, regional, national and local levels, identify remaining shortcomings and needs, and make recommendations for action during the five remaining years of the Decade.

95. For purposes of the High Commissioner's report, all participating national focal points, international and regional organizations, non-governmental organizations, specialized agencies and programmes, and other interested partners, shall be requested to provide relevant information to the High Commissioner, based upon their own independent assessments and activities. National focal points, in particular, shall be requested to conduct detailed assessments in their own countries, and to report thereon to the High Commissioner.

IX. Conclusion of the Decade

96. The year 2004 shall mark the final year of the United Nations Decade for Human Rights Education. That year shall, accordingly, be set as the target date for achievement of generalized human rights education programmes through the implementation of State action plans. It shall also be the target date for the completion of a comprehensive collection of human rights education materials and their broad distribution throughout all Member States. By the conclusion of the Decade, effective national capacities for the delivery of human rights education should be secured worldwide.

X. Follow-up to the Decade

97. At the conclusion of the Decade, the Office of the High Commissioner for Human Rights, in cooperation with UNESCO, should issue a final report on the state of human rights education at the local, national, regional and international levels. The High Commissioner, in the final report, should seek to identify, as precisely as possible, progress in the various areas, including in which languages the Universal Declaration of Human Rights is available, the number and types of human rights educational manuals, handbooks and teaching materials developed by international and regional organizations and programmes, the number of human rights educational institutes, centres or permanent focal points established at the national level, the national percentages of teachers trained in human rights, the number of schools having adopted human rights education curricula and the number and kinds of education in the professional fields and in informal and non-formal education. The report should also provide precise information on how various language versions of the Universal Declaration of Human Rights and human rights teaching materials may be obtained by interested groups and individuals.

98. The national, regional and international structures and networks established under the Decade should continue to serve as permanent focal and contact points for international cooperation in the field of human rights education, and the Office of the High Commissioner for Human Rights, in cooperation with UNESCO, should maintain, and make available on request, a current roster of such organizations and focal points.

99. Human rights educational materials developed under the Decade should be subject to periodic review, supplementation and revision to take into account changing needs and realities, and should continue to be made available on the widest possible basis.

Part Two

GUIDELINES FOR NATIONAL PLANS OF ACTION FOR HUMAN RIGHTS EDUCATION

Preface

1. The present "Guidelines for National Plans of Action for Human Rights Education" have been developed by the Office of the High Commissioner for Human Rights (OHCHR) in the framework of the United Nations Decade for Human Rights Education (1995-2004). The Guidelines are intended to assist States in responding to several resolutions of both the General Assembly and the Commission on Human Rights, in which States were called upon to develop national plans of action for human rights education.[1]

2. In its resolution 49/184 proclaiming the Decade for Human Rights Education, the General Assembly welcomed a related Plan of Action submitted to the Assembly by the Secretary-General, and requested the United Nations High Commissioner for Human Rights to coordinate its implementation. The final version of the Plan of Action (see A/51/506/Add.1, appendix) seeks to stimulate and support national and local activities and initiatives. It is the realization of the idea to promote a partnership between Governments, intergovernmental organizations, non-governmental organizations (NGOs), professional associations, individuals and large segments of civil society.

3. The Plan of Action has five objectives:

(*a*) The assessment of needs and formulation of strategies;

(*b*) Building and strengthening human rights education programmes at the international, regional, national and local levels;

(*c*) Developing educational materials;

(*d*) Strengthening the role of the mass media;

(*e*) Global dissemination of the Universal Declaration of Human Rights.

4. With regard to the building and strengthening of human rights education programmes at the national and local levels, Member States are urged to establish a national committee for human rights education and to draw up a national plan of action.

---

[1] See General Assembly resolutions 49/184, 50/177 and 51/104; and Commission on Human Rights resolutions 1995/47 and 1996/44 and decision 1997/111.

5. Since governmental and non-governmental organizations and individuals have important roles to play in ensuring that human rights are respected, national human rights education strategies and plans of action should be developed and implemented by a creative mixture of all of such entities. These Guidelines are not intended as a blueprint for a nationally coordinated effort in human rights education. Rather, they aim at providing concrete suggestions for developing and implementing a comprehensive (in terms of outreach), effective (in terms of educational strategies) and sustainable in the long term national plan of action.

6. In those countries with a federal system, plans of action may be developed at both the federal and state/provincial levels. Therefore, "national plan", as used in this document may refer to state/provincial plans as well.

7. The Guidelines are defined in the following sections:

(*a*) Introduction;

(*b*) Principles governing a national plan of action for human rights education;

(*c*) Steps towards a national plan of action for human rights education.

8. The preparation of the Guidelines has benefited from the valuable input of several experts and practitioners in the area of human rights education, including Mr. Carlos Basombrio, Mr. Clarence J. Dias, Mr. Frej Fenniche, Ms. Nancy Flowers, Mr. Chris Madiba, Mr. Abraham Magendzo, Mr. Vitit Muntarbhorn, Mr. Marek Nowicki, Mr. Ralph Pettman, Ms. Magda Seydegardt, Ms. Cristina Sganga, Ms. Felisa Tibbitts, Mr. David Weissbrodt and Ms. Louisa Zondo. The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Council of Europe also participated in the process of discussing and drafting the Guidelines.

9. Three complementary documents to these Guidelines have also been prepared and will be made available by OHCHR:

(a) *Human Rights Education Programming*, a paper which includes ideas and suggestions for the implementation of targeted human rights education programmes regarding (i) public awareness; (ii) the schooling sector; (iii) other priority groups, and a resource guide to assist in programme implementation;

(b) *The Right to Human Rights Education*, a compilation of the full text of excerpts from international instruments pertaining to human rights education;

(c) *Human Rights Trainers Guide*, a methodological approach to the human rights training of professional groups.

I. Introduction

A. Definition of human rights education

10. References to the concept of education in and for human rights appear in a number of international human rights instruments, including the Universal Declaration of Human Rights (art. 26), the International Covenant on Economic, Social and Cultural Rights (art. 13), the Convention of the Rights of the Child (art. 29) and, most recently, the Vienna Declaration and Programme of Action (sect. D, paras. 78-82). Taken together, these instruments provide a clear definition of the concept of human rights education as agreed by the international community.

11. In accordance with those provisions, and for the purposes of the Decade, human rights education may be defined as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes, which are directed towards:

(*a*) The strengthening of respect for human rights and fundamental freedoms;

(*b*) The full development of the human personality and its inherent dignity;

(*c*) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;

(*d*) The enabling of all persons to participate effectively in a free society;

(*e*) The furtherance of the activities of the United Nations for the maintenance of peace (see A/51/506/Add.1, appendix, para. 2).

B. Why human rights education?

12. There is growing consensus that education in and for human rights is essential and can contribute to both the reduction of human rights violations and the building of free, just and peaceful societies. Human rights education is also increasingly recognized as an effective strategy to prevent human rights abuses.

13. Human rights are promoted through three dimensions of educat campaigns:

(*a*) Knowledge: provision of information about human rights mechanisms for their protection;

(*b*) Values, beliefs and attitudes: promotion of a human rights cult through the development of values, beliefs and attitudes which uphold hun rights;

(*c*) Action: encouragement to take action to defend human rights prevent human rights abuses.

C. Why national plans of action for human rights education?

14. National plans serve to:

(*a*) Establish or strengthen national and local human rights institut and organizations;

(*b*) Initiate steps towards national programmes for the promotion protection of human rights, as recommended by the World Conference Human Rights;

(*c*) Prevent human rights violations that result in ruinous hum social, cultural, environmental and economic costs;

(*d*) Identify those persons in society who are presently deprived of t full human rights and ensure that effective steps are taken to redress t situation;

(*e*) Enable a comprehensive response to rapid social and econo changes that might otherwise result in chaos and dislocation;

(*f*) Promote diversity of sources, approaches, methodologies and i tutions in the field of human rights education;

(*g*) Enhance opportunities for cooperation in human rights educa activities among government agencies, non-governmental organizations, fessional groups and other institutions of civil society;

(*h*) Emphasize the role of human rights in national development;

(*i*) Help Governments meet their prior commitments to human r education under international instruments and programmes, including Vienna Declaration and Programme of Action (1993) and the United Na Decade for Human Rights Education (1995-2004).

D. Why guidelines for national plans of action?

15. The Guidelines are intended to:

(*a*) Promote a common understanding of the purposes and content of human rights education and the Decade;

(*b*) Highlight minimum standards for human rights education;

(*c*) Identify processes/steps needed to design, implement, evaluate and redesign a national plan for human rights education;

(*d*) Draw attention to the human, financial and technical resources needed to adopt a national approach to human rights education;

(*e*) Encourage effective interaction between national and international human rights institutions and organizations and promote the implementation of international human rights standards at the national level;

(*f*) Provide mechanisms for setting reasonable human rights education goals and measuring their achievement.

II. Principles governing a national plan of action for human rights education

A. General principles

16. Education in and for human rights is a fundamental human right. Governments should develop national plans that:

(*a*) Promote respect for and protection of all human rights through educational activities for all members of society;

(*b*) Promote the interdependence, indivisibility and universality of human rights, including civil, cultural, economic, political and social rights and the right to development;

(*c*) Integrate women's rights as human rights into all aspects of the national plan;

(*d*) Recognize the importance of human rights education for democracy, sustainable development, the rule of law, the environment and peace;

(*e*) Recognize the role of human rights education as a strategy for the prevention of human rights violations;

(*f*) Encourage analysis of chronic and emerging human rights problems, which would lead to solutions consistent with human rights standards;

(*g*) Foster knowledge of and skills for using global, regional, national and local human rights instruments and mechanisms for the protection of human rights;

(*h*) Empower communities and individuals to identify their human rights needs and to ensure that they are met;

(*i*) Develop pedagogies that include knowledge, critical analysis and skills for action furthering human rights;

(*j*) Promote research and the development of educational materials to sustain these general principles;

(*k*) Foster learning environments free from want and fear that encourage participation, enjoyment of human rights and the full development of the human personality.

B. Organizational and operational principles

17. All procedures and practices for the elaboration, implementation and evaluation of the national plan should guarantee (*a*) the pluralistic representation of society (including NGOs); (*b*) transparency of operation; (*c*) public accountability; and (*d*) democratic participation.

18. All government authorities should respect the independence and autonomy of the various organizations in the implementation of the national plan.

C. Principles for educational activities

19. All educational activities conducted under the national plan must foster:

(*a*) Respect for and appreciation of differences and opposition to discrimination on the basis of race, national or ethnic origin, gender, religion, age, social, physical or mental condition, language, sexual orientation, etc.;

(*b*) Non-discriminatory language and conduct;

(*c*) Respect for and appreciation of diversity of opinion;

(*d*) Participatory teaching and learning;

(*e*) "Translation" of human rights norms into the conduct of daily life;

(*f*) Professional training of trainers;

(*g*) Development and strengthening of national capacities and expertise for the effective implementation of the plan.

III. Steps towards a national plan of action for human rights education

A. Step 1: establishing a national committee for human rights education

Establishment

20. A national committee should be established in each country, according to national conditions and should include representatives of appropriate government agencies and non-governmental organizations with experience in human rights and human rights education or with the potential to develop such programmes (see box).

POTENTIAL MEMBERSHIP

The members of the national committee should include institutions, organizations and individuals that intend to work in accordance with the purposes and principles of the United Nations, including the principles on which the Decade is based. A sample list might include, *inter alia*:

Representatives of national/local bodies, such as:

- government representatives (which would then liaise with relevant ministries);
- the national commission for UNESCO and other similar national agencies (in Europe, for instance, the Information and Documentation Centres on the Council of Europe);
- independent human rights national institutions (human rights commissions and/or ombudsmen);
- national human rights resource and training centres;
- national/local human rights groups/organizations, including, for example, national committees for UNICEF, and other community-based organizations, including women's and social justice groups;
- national chapters of international human rights non-governmental organizations, including, for example, national United Nations associations;
- parliamentary representatives (primarily from the education, human rights and development committees);
- key representatives of civil society, including trade and professional unions;
- representatives of the judiciary;
- the business community;

- teachers' associations/unions;
- cultural/social and community leaders;
- youth organizations;
- minority groups;
- educators and university scholars;
- media representatives.

Observers may, as appropriate, be invited, such as national representatives/ices of international agencies present in the country, including, *inter alia*:

- the United Nations resident coordinator (who often is the United Nations Development Programme resident representative);
- the United Nations information centre or service;
- the United Nations High Commissioner for Refugees (UNHCR) national delegation;
- the OHCHR field presence;
- the office of regional intergovernmental organizations (Organization of African Unity, Organization of American States, Council of Europe, the Commonwealth, the Agency for the French-speaking community: ACCT, etc.).

21. The initiative for forming the national committee should be taken he appropriate branch or agency of the Government. In this respect, the vernment should respond to relevant initiatives from a national human ts commission, a similar national institution or non-governmental organi-on.

22. The selection of a temporary liaison officer or convener could be first step in establishing a national committee. At this stage, it is impor- that efforts be made to ensure that the committee comprise at least all itutions and organizations already significantly active in the area of an rights education. The Government should notify OHCHR when the onal committee is convened.

ctions

23. The committee should be directly responsible for the develop-nt of the national plan, including the (*a*) commissioning/conduct of the eline study (step 2); (*b*) formulation of a comprehensive national plan of on, including identifying objectives, strategies, programmes and financ- (steps 3 and 4); (*c*) facilitation of the implementation of the national plan p 5); and (*d*) the periodic evaluation, review and follow-up of pro-mmes and the achievement of national goals (step 6).

24. With regard to the international level, the committee should remain in contact with regional and international bodies involved in implementing the objectives of the Decade and channel international and regional inputs, information and support to the local and grass-roots levels. The committee should also report periodically to OHCHR on needs, proposals and progress made towards the realization of the goals of the Decade, so that this information can be included in the High Commissioner's reports on the implementation of the United Nations Plan of Action for the Decade and can constitute a basis for further action.

Methods of work

25. The committee should elect a coordinator, who may be guided by a small representative advisory board. A secretariat could be established, eventually within one of the member organizations of the committee.

26. The committee should operate on the basis of a free exchange of views and information, in an atmosphere of trust and collaborative interest in seeing that a comprehensive, intersectoral and multidisciplinary strategy for human rights education can be put in place in the particular country.

27. Procedures for decision-making, as well as for requesting, receiving, reviewing and discussing the contributions of concerned individuals, groups and organizations should be developed at an early stage.

Time-frame

28. A national committee should, whenever called for, be established, preferably at the beginning of 1998, the year of the fiftieth anniversary of the Universal Declaration of Human Rights. It should function at least for the period of the Decade (1995-2004).

B. Step 2: conducting a baseline study

Purpose

29. If it has not already been undertaken, a baseline study or needs assessment will be a critical aid in determining the more pressing local and national needs.

30. Accordingly, once the committee is constituted, one of its early activities should be to conduct or commission a systematic study on the state of human rights education in the country, including the areas where human rights challenges are most daunting, the available level of support and the extent to which the basic elements of a national strategy are already in place.

This inquiry and any subsequent activities will require that the committee have a clear understanding of what constitutes human rights education.

Content

31. The study might deal with present activities, needs and human and institutional resources for human rights education, including such basic issues as:

(*a*) Existing programmes for human rights education (for the general public, formal schooling sectors and specific groups);

(*b*) Existing curricula for human rights and democracy issues at all levels of education;

(*c*) Current activities of governmental and non-governmental agencies active in human rights education;

(*d*) Existence of legal norms concerning the promotion of human rights and their implementation;

(*e*) Availability of key human rights documents in national and local languages as well as in simplified form;

(*f*) Availability of other materials, both textual and other, for use in human rights education and their accessibility;

(*g*) Overall level of organizational and financial support for human rights education, including institutions and individuals most likely to assist in this area;

(*h*) Existence of national development plans and other relevant national plans of action already defined (general human rights plans of action or those for women, children, minorities or indigenous peoples);

(*i*) Obstacles to human rights education that should be overcome;

(*j*) An overall needs assessment for human rights education, including identification of human rights problems in the country and consequently emerging priority groups in need of human rights education.

32. The study might also include (*a*) knowledge of human rights among the general population, as well as potential target groups; (*b*) social, political and economic conditions relevant to human rights education; (*c*) human rights educational access for marginalized groups; and (*d*) treatment of human rights issues by the mass media (including television, radio, newspapers and popular magazines).

Methods

33. As the basis for the development of the national plan of action, the baseline study must be seen as legitimate, credible and objective. This question of legitimacy extends to the organization(s) commissioned to conduct the study, as well as to the data collection methods themselves.

34. The study can be undertaken through the distribution of questionnaires,[2] interviews and the collection/review of materials. Information can also be obtained through the canvassing of existing groups, many of whom may already be on the national committee. A bottom-up approach for the assessment of needs should be encouraged, i.e. a participatory approach at the grassroots level. Local seminars and workshops among basic educators in the rural areas, for example, or the participation of representatives of NGOs working in those areas could be a means of assessing needs as widely as possible.

35. Also, the study should review State reports to the United Nations treaty bodies on the implementation of human rights education provisions of international instruments[3] as well as the observations and recommendations made by those bodies in this regard. National reports elaborated in accordance with other international or regional monitoring procedures should also be reviewed.

36. The study should make recommendations on high-priority groups in need of human rights education, propose programme areas to address gaps in programme coverage and put forward suggestions for improving the human rights education activities of existing groups.

37. The study must be made public and be widely disseminated and could include a useful annex of addresses of all national and local institutes and governmental and non-governmental agencies dealing with human rights education that may be contacted and may provide materials for further development of programmes.[4]

---

[2] A questionnaire developed by OHCHR to conduct a survey of human rights programmes, materials and organizations at the national level is available and may be requested from OHCHR.

[3] Relevant United Nations treaty bodies include the Committee on Economic, Social and Cultural Rights, the Human Rights Committee, the Committee on the Rights of the Child, the Committee on the Elimination of Racial Discrimination, the Committee on the Elimination of Discrimination against Women and the Committee against Torture.

[4] Inspiration for the content and methods of the baseline study was taken from the Italian example, as reported in A/51/506, para. 44 (*e*) and the Tunisian example, as reported in E/CN.4/1997/46, para. 23 (*g*).

C. Step 3: setting priorities and identifying groups in need

38. Priorities in human rights education will need to be established for the short, medium, and long term on the basis of the findings of the baseline study. These priorities might be set on the basis of the most pressing needs (for example, among groups that are clearly in need of human rights education) and on the basis of opportunity (for example, if certain groups or institutions have requested assistance in setting up human rights education programmes).

39. Groups in need of human rights education may include:

(*a*) Administration of justice officials: (i) law enforcement personnel, including police; (ii) prison officials; and (iii) judges and prosecutors;

(*b*) Other government and legislative officials: (i) members of the legislature; (ii) public officials involved in drafting legislation, developing and implementing policy; (iii) the military and other security forces; and (iv) immigration and border officials;

(*c*) Key professional groups: (i) teachers and curriculum developers; (ii) social workers; (iii) the medical profession; (iv) the media and journalists; and (v) the legal profession;

(*d*) Organizations and groups: (i) women's organizations; (ii) indigenous peoples; (iii) minority groups; (iv) trade unions; (v) development agencies; (vi) the business community; (vii) workers' and employers' organizations; (viii) community leaders; (ix) groups with a special interest in social justice issues; and (x) religious leaders;

(*e*) Schooling sectors: (i) children; (ii) youth; and (iii) professional trainees;

(*f*) Others: (i) refugees and displaced persons; (ii) the rural and urban poor, especially women; (iii) migrant workers; (iv) other vulnerable groups, such as people with HIV/AIDS infection, disabled persons, persons living in extreme poverty, the aged; (v) prisoners and others in detention; and (vi) the general public.

D. Step 4: developing the national plan

Components

40. In response to the needs identified in the baseline study and to the national context, a national plan of action should include a comprehensive set of objectives, strategies and programmes for human rights education and evaluation mechanisms.

41. Accordingly, the plan of action should include the following components:

(*a*) An affirmation of the overall goals or objectives for human rights education in the country (on the basis of a clear definition of human rights education, as set out in international instruments);

(*b*) Strategies for reaching the general public, formal schooling sectors and special target groups;

(*c*) Programmes for the realization of these strategies, comprising specific activities;

(*d*) Short-, medium- and long-term steps for carrying out the Plan;

(*e*) Realistic identified results to be achieved and criteria for monitoring/evaluating;

(*f*) Special opportunities for human rights education;

(*g*) The role of the National Committee in the implementation of the Plan;

(*h*) Mechanisms for individuals and groups to contact the Committee and become part of the national human rights education effort;

(*i*) Contact information for key local human rights education organizations.[5]

Objectives

42. The objectives of the national plan should be consistent with the principles outlined in section II above.

---

[5] An example of a comprehensive Plan of Action for Human Rights Education which has already been developed is the Philippine case, as reported in E/CN.4/1997/46. The Philippine Plan of Action, forwarded to OHCHR by the Philippine Commission on Human Rights, includes clear objectives, target audience (organized and unorganized elements of society), strategies (trainers' training, organization of networks, integration of human rights in all educational curricula, utilization of village-level officials to reach out to the community level, promotional campaigns including artistic and cultural activities, development of monitoring and evaluation systems, etc.) and programmes, including the creation of a human rights training, documentation and research centre (the Human Rights Academy). In the elaboration of the Plan, and in view of its implementation, the Commission has entered into a number of formal agreements with other national partners for human rights education, to define in detail specific areas of responsibility. These partners include: the Department of Interior and Local Government, the Liga NG MGA Barangay (an organization of barangay captains or village chiefs), the Department of Justice, the Department of National Defense, the Department of Education, Culture and Sports, the Commission on Higher Education and Amnesty International/Philippine Section (E/CN.4/1997/46, para. 23 (*f*)).

Strategies

43. A comprehensive national strategy for human rights education should include (*a*) a general public awareness campaign; (*b*) the infusion of human rights themes into all levels of formal schooling; and (*c*) an educational effort adapted to specific groups in need of human rights education.

44. The national plan of action should constitute an integral part of the national development plan and complement other relevant national plans of action already defined (general human rights plans of action or those relating to women, children, minorities, indigenous peoples, etc.).

Programmes

45. The national plan of action should include a national-specific framework for implementing and monitoring human rights education programmes. With regard to existing programmes for human rights education, the plan could indicate how those programmes should be strengthened or reformulated. Also, the plan should aim at strengthening local programmes and capacities.

46. The following types of activities and approaches could constitute courses of action in support of the attainment of national strategy goals:

(a) *Networking support*: building practical relationships/networks among individuals, groups and institutions; promotion of meetings and collaboration; and identification and sharing of useful resources and experiences among those conducting human rights education. A general principle for the involvement of organizations is that their complementarity should be promoted;

(b) *Institutional/organizational support*: identification, support and, if necessary, establishment of individual institutions or agencies, as well as coalitions of such organizations, to promote and coordinate human rights education training, materials' development and other means of education. This course of action should include the establishment (or strengthening) of a publicly accessible national human rights resource and training centre to support the work of the national committee (see A/51/506/Add.1, appendix, para. 61). The centre should be able to offer technical assistance (for example, in the form of publications, training materials and a roster of national trainers, experts and institutions) to those interested in implementing human rights education programmes. Where such a centre already exists, its work should be evaluated. In the absence of an established centre or where an existing centre is not effective for the purposes of the Decade, one could be set up, on the basis of national requirements, for instance within the framework of a university or a national institution (such as a human rights commission or an ombudsman's office). A new organization might also be established by the

committee in cases where there is no obvious vehicle for the delivery of human rights education programming;

(c) *Integration of human rights education into all levels of formal education*: after a thorough revision of existing programmes and curricula, key human rights themes and topics should be included in professional and technical training programmes and in professional codes of conduct or operating procedures, as well as at the pre-school and primary, secondary, university and other institutions of high learning levels of education;

(d) *Education of groups in need*: development and maintenance of comprehensive training programmes for the various groups in need of human rights education, including vulnerable groups, groups which are more likely to affect human rights advocacy, and influential persons/groups in the society in order to promote awareness of sectorally-based human rights challenges and actions to enhance human rights practices;

(e) *Public awareness campaign*: the undertaking of activities to increase public and professional access to and awareness of international human rights standards, of local, national and international mechanisms of protection and of human rights conditions locally, nationally and internationally, through the mass media, informal education techniques and existing agencies and non-governmental networks;

(f) *Production and revision of materials*: development of national language/simplified versions of key international human rights documents and human rights training materials, for all levels of literacy and for persons with disabilities; and revision of educational materials to bring their content in line with international human rights standards;

(g) *Research and evaluation*: facilitation of research into and evaluation of human rights education programming in order to further its improvement and share experiences of best practices;

(h) *Legislative reform*: promoting reform in relevant public policy sectors, including review of existing and proposed legislation and elaborating new legislation (for instance, the incorporation of human rights in the educational curricula at all levels of the formal educational system could probably entail legislative or policy action, such as changes in licensing requirements for teachers).

Resources

47. A financial strategy for the national plan should be developed. Funding could be raised at the local, regional, national and international levels. Consideration could be given to the establishment of a national fund.

48. The development of a national plan of action should be linked to a corresponding policy declaration and the freeing up of resources to help realize programme goals. In this regard, the committee should make as much use as possible of institutional, human and financial resources already available, according to national conditions, by reorientating available resources for national programmes. Additional resources could be sought from the private sector and donor agencies.

49. Once the plan has been elaborated through a process of broad consultation an immediate task of the committee should be to identify organizations and approaches likely to promote its realization. Partnerships with and between human rights groups and university faculties, trades unions, government agencies and other non-governmental organizations should be established.

E. Step 5: implementing the national plan

50. Effective implementation is essential for the credibility of the national plan. The plan should bear in mind the possibility of a variety of inputs into federal systems of government and the relevance of the regional and local levels.

51. Implementation is linked to a number of measures including responsive policies, law, mechanisms and resources (human, financial, information and technological), and may vary from country to country. However, in each country implementation should be based on the principles covered in section II above.

F. Step 6: reviewing and revising the national plan

52. The plan should be reviewed periodically and revised as necessary to ensure effective responses to the needs identified by the baseline study. It is recommended that periodic reviews, through the participation of independent evaluators, be organized by the committee, the first to take place one year after the initiation of the plan of action, and thereafter at intervals. These reviews would ideally involve self-evaluation and independent evaluations. They would be a learning tool for understanding the strengths and weaknesses in the design and implementation of existing programming, and for making revisions as necessary with effective follow-up.

53. Conditions vary greatly within countries regarding data, as well as the human and financial resources available for evaluation. Moreover, the methods chosen must be appropriate to local cultures. But it is always pos-

sible to build an evaluation component into educational activities, especially at the time they are taking place. Evaluating comprehension can be very different from evaluating attitudinal change or skills development. The more participatory the methodology used for human rights education, the more effective is likely to be the evaluation.

54. Clearly, each national programme will need to devise its own plans for evaluation. What follows is intended to be purely suggestive of some of the issues and questions involved.

55. National evaluations should examine at least three areas: (*a*) the national plan of action; (*b*) programme implementation; and (*c*) the functioning of the national committee.

National plan of action

56. Are the objectives contained in the national plan of action being met:

(*a*) In terms of programme coverage? *Data source*: contract objectives in the National Plan with current human rights education programming;

(*b*) In terms of programme effectiveness (within the sectors of public awareness; education at the primary, secondary, university and professional/technical educational levels; education of groups in need)? *Possible indicators*: see "Programme implementation" below.

57. Have there been any developments in the human rights or human rights education fields, either locally, nationally or internationally, that would affect elements of the national plan of action, including the need to focus more or less on certain groups, or new opportunities for human rights education programming? *Data sources*: recent human rights reports, new national legislation or court decisions, new relationships with potential human rights education deliverers or collaborators, new communication technologies, local/national/regional international events that highlighted the need for human rights education.

Programme implementation

58. For the various programming sectors (e.g. public awareness campaigns etc.), how are the programmes meeting the criteria of comprehensiveness (including non-discriminatory and affirmative action measures)? Are the programmes having maximum outreach towards target audiences and/or a core group, which in turn, has leadership, visibility and motivation to influence others in their respective sectors?

(a) *First set of indicators*: outreach mechanisms and numbers reached:

(i) Public outreach: print readership, television viewers, radio listeners (including articles, programming and advertising campaigns), use of visuals such as posters and artistic programmes;

(ii) Outreach to key leadership in relation to the national plan of action, including possibly the media, educational authorities, governmental officials, social justice groups, trainers and others;

(iii) Sector-specific outreach: (1) written: readership of professional newspapers and magazines, dissemination of special information brochures, educational materials used in awareness and training; (2) oral: participants in awareness and educational/training activities; and (3) other: dissemination of visual materials such as posters, videos;

(b) *Second set of indicators*: contrast numbers reached with total numbers desired;

(c) *Third set of indicators*: projection of further outreach based on future programming, relationship with key agencies.

59. For the various sectors of programming, are the programmes effective for educating learners in the knowledge/understanding, attitudes/values and skills/behaviour necessary to support national respect for and protection of human rights? *Possible data sources*: (*a*) pre- and post-surveys of programme participants on their knowledge of and attitudes towards human rights and related issues, including relevance to everyday life (if it is not feasible to survey all participants, a random sampling of those with exposure to human rights education, including use of control groups, could be done); (*b*) individual and focus group interviews with participants concerning their knowledge of and attitudes towards human rights, evaluation of the rights education programming in which they participated and any plans for application of human rights principles; and (*c*) longitudinal data collection on impact including follow-up surveys and interviews on above topics.

60. For the various programming sectors, are the programmes sustainable?

(*a*) Can the human rights education programme strategies be sustained either through the direct continuation of programming and/or through the expertise catalysed by the original programme? (An example of the first are training activities conducted directly by staff; an example of the second would be training activities conducted by those originally trained by staff);

(*b*) Has human rights education expertise been expanded? *Possible indicators*: future programme plans (including outreach numbers and techniques, funding sources), cadre of human rights education specialists that can

be drawn upon for future programming, local spin-off programming, networking and coalitions with other groups;

(*c*) Have the programmes been institutionalized? *Possible indicators*: insertion of human rights in all teaching institutions' curricula and the establishment and functioning of a national human rights resource and training centre.

National committee

61. How timely and effective has the national committee been in developing the national plan of action (including commissioning the baseline study and formulating national objectives, strategies and programme priorities)? *Data sources*: interviews with key members of the committee. Comparison between time-frame set (if available) and time-frame met.

62. How successful has the committee been in facilitating cooperative behaviour between government agencies, intergovernmental organizations, non-governmental organizations, professional associations, individuals and other civil society groups? *Data sources*: interviews with members of the national committee, leadership of cooperating agencies and leadership of non-cooperating agencies.

63. How successful has the committee been in generating political and financial support for carrying out the national plan of action? *Indicators*: organizational representation from governmental and non-governmental organizations on the national committee itself; support and endorsement by key agencies for implementation of human rights education programming; funds or support in kind contributed from government sources, donor agencies and cooperating intergovernmental agencies and NGOs.

ANNEX

RESOLUTION ADOPTED BY THE GENERAL ASSEMBLY

[*on the report of the Third Committee (A/49/610/Add.2)*]

49/184. United Nations Decade for Human Rights Education

The General Assembly,

Guided by the fundamental and universal principles enshrined in the Charter of the United Nations and the Universal Declaration of Human Rights,[1]

Reaffirming article 26 of the Universal Declaration of Human Rights, according to which "education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms",

Recalling the provisions of other international human rights instruments, such as those of article 13 of the International Covenant on Economic, Social and Cultural Rights[2] and article 28 of the Convention on the Rights of the Child[3] that reflect the aims of the aforementioned article,

Taking into account Commission on Human Rights resolution 1993/56 of 9 March 1993[4] in which the Commission recommended that knowledge of human rights, both in its theoretical dimension and in its practical application, should be established as a priority in education policies,

Considering Commission on Human Rights resolution 1994/51 of 4 March 1994[5] in which the Commission encouraged the United Nations High Commissioner for Human Rights to include among his specific objectives a plan of action for the United Nations decade for human rights education and invited the Secretary-General to submit to the General Assembly at its forty-ninth session, through the Economic and Social Council, a plan of action for a decade for human rights education,

Convinced that human rights education should involve more than the provision of information and should constitute a comprehensive life-long process by which people at all levels in development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies,

Convinced also that human rights education contributes to a concept of development consistent with the dignity of women and men of all ages that takes into account the diverse segments of society such as children, indigenous peoples, minorities and disabled persons,

---

[1] Resolution 217 A (III).

[2] See resolution 2200 A (XXI), annex.

[3] Resolution 44/25, annex.

[4] See *Official Records of the Economic and Social Council, 1993, Supplement No. 3* (E/1993/23), chap. II, sect. A.

[5] Ibid., *1994, Supplement No. 4* and corrigendum (E/1994/24 and Corr.1), chap. II, sect. A.

Taking into account the efforts to promote human rights education made by educators and non-governmental organizations in all parts of the world, as well as by intergovernmental organizations, including the United Nations Educational, Scientific and Cultural Organization, the International Labour Organization and the United Nations Children's Fund,

Convinced that each woman, man and child, to realize their full human potential, must be made aware of all their human rights—civil, cultural, economic, political and social,

Believing that human rights education constitutes an important vehicle for the elimination of gender-based discrimination and ensuring equal opportunities through the promotion and protection of the human rights of women,

Considering the World Plan of Action on Education for Human Rights and Democracy[6] adopted by the International Congress on Education for Human Rights and Democracy convened by the United Nations Educational, Scientific and Cultural Organization at Montreal from 8 to 11 March 1993, according to which education for human rights and democracy is itself a human right and a prerequisite for the realization of human rights, democracy and social justice,

Recalling that it is the responsibility of the United Nations High Commissioner for Human Rights to coordinate relevant United Nations education and public information programmes in the field of human rights[7]

Taking note of the report of the United Nations High Commissioner for Human Rights[8] in paragraph 94 of which he declared that human rights education is essential for the encouragement of harmonious inter-community relations, for mutual tolerance and understanding and finally for peace,

Aware of the experience in human rights education of United Nations peace-building operations, including the United Nations Observer Mission in El Salvador and the United Nations Transitional Authority in Cambodia,

Bearing in mind the Vienna Declaration and Programme of Action, adopted by the World Conference on Human Rights on 25 June 1993[9] in particular section II, paragraphs 78 to 82 thereof,

1. Takes note with appreciation of the report of the Secretary-General[10] on human rights education, submitted in accordance with the request contained in General Assembly resolution 48/127 of 20 December 1993;

2. Proclaims the ten-year period beginning on 1 January 1995 the United Nations Decade for Human Rights Education;

3. Welcomes the Plan of Action for the United Nations Decade for Human Rights Education, 1995-2005, as contained in the report of the Secretary-General[11] and invites Governments to submit comments, with a view to supplementing the Plan of Action;

4. Invites the Secretary-General to submit proposals, taking into account the views expressed by Governments, for the purpose indicated in paragraph 3;

5. Appeals to all Governments to contribute to the implementation of the Plan of Action and to step up their efforts to eradicate illiteracy and to direct education towards the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms;

---

[6] See A/CONF.157/PC/42/Add.6.

[7] See resolution 48/141, para. 4 (*e*).

[8] A/49/36.

[9] A/CONF.157/24 (Part I), chap. III.

[10] A/49/261-E/1994/110 and Add.1.

[11] A/49/261-E/1994/110/Add.1, annex.

6. Urges governmental and non-governmental educational agencies to intensify their efforts to establish and implement programmes of human rights education, as recommended in the Plan of Action, in particular by preparing and implementing national plans for human rights education;

7. Requests the United Nations High Commissioner for Human Rights to coordinate the implementation of the Plan of Action;

8. Requests the Centre for Human Rights of the Secretariat and the Commission on Human Rights, in cooperation with Member States, human rights treaty-monitoring bodies, other appropriate bodies and competent non-governmental organizations, to support efforts of the United Nations High Commissioner for Human Rights to coordinate the Plan of Action;

9. Requests the Secretary-General to consider establishing a voluntary fund for human rights education, with special provision for the support of the human rights education activities of non-governmental organizations, to be administered by the Centre for Human Rights;

10. Invites the specialized agencies and United Nations programmes to contribute, within their respective spheres of competence, to the implementation of the Plan of Action;

11. Requests the Secretary-General to bring the present resolution to the attention of all members of the international community and to intergovernmental and non-governmental organizations concerned with human rights and education;

12. Calls upon international, regional and national non-governmental organizations, in particular those concerned with women, labour, development and the environment, as well as all other social justice groups, human rights advocates, educators, religious organizations and the media, to increase their involvement in formal and non-formal education in human rights and to cooperate with the Centre for Human Rights in implementing the United Nations Decade for Human Rights Education;

13. Requests the existing human rights monitoring bodies to place emphasis on the implementation by Member States of their international obligation to promote human rights education;

14. Decides to consider this matter at its fiftieth session under the item entitled "Human rights questions".

94th plenary meeting
23 December 1994

HOW TO OBTAIN UNITED NATIONS PUBLICATIONS

COMMENT SE PROCURER LES PUBLICATIONS DES NATIONS UNIES

КАК ПОЛУЧИТЬ ИЗДАНИЯ ОРГАНИЗАЦИИ ОБЪЕДИНЕННЫХ НАЦИЙ

COMO CONSEGUIR PUBLICACIONES DE LAS NACIONES UNIDAS